

Technology Leadership Syllabus

Furman University | Summer II 2013 | EDCI 679 | Jeff McCoy

Course Information:

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Class Time:	5:45-8:15
Location:	Hipp Hall Room 205
Credit Hours:	3

Vision Statement

The Teacher Education Program at Furman University prepares educators who are scholars and leaders.

Mission of the Program

Furman University prepares teachers and administrators to be scholars and leaders who use effective pedagogy, reflect thoughtfully on the practice of teaching, and promote human dignity. Furman is committed to a program of teacher education that calls for collaborative, interdependent efforts throughout the academic community.

The teacher education program is anchored in the university's commitment to the liberal arts—encompassing the humanities, fine arts, mathematics, and social and natural sciences as the essential foundation for developing intellectually competent educators. Furthermore, candidates develop professional content knowledge, pedagogical skills, and dispositions through:

- mastery of subject matter;
- understanding the philosophical, historical, political, and sociological foundations of education;
- understanding human development and its implications for learning;
- understanding social/cultural relationships;
- understanding the interrelationship of curriculum, instruction, and assessment;
- critical inquiry and reflection on teaching and learning;

- opportunities for leadership development;
- opportunities to study and practice effective communication;
- collaboration with peers and others.

Content, Pedagogy, and Dispositions

The Teacher Education Program of Furman University prepares educators who are scholars and leaders, based on the following propositions:

1. ***Educators who are scholars and leaders*** have in-depth knowledge and understanding of the fundamentals and concepts of their discipline. **(CONTENT) They:**
 - a) demonstrate content knowledge through inquiry, synthesis, and critical analysis;
 - b) understand the interrelationship of curriculum, instruction, and assessment to help all students learn;
 - c) know and can implement national/state/district curricula and learning standards;
 - d) are able to meet the standards set by all national/state/ and district content assessments;
 - e) use accurate and current content from multiple sources to make subject matter meaningful to all students.
2. ***Educators who are scholars and leaders use evidence-based practice for effective teaching and communication. (PEDAGOGY) They:***
 - a) articulate their own philosophy of education and use it to guide their practice;
 - b) demonstrate effective long- and short-range planning using appropriate organization and time management strategies;
 - c) establish and maintain high expectations for all students;
 - d) use a variety of assessments to inform instruction;
 - e) implement differentiated instructional strategies that address multiple learning styles;
 - f) demonstrate ethical use of current educational technologies to enhance instruction, assessment, and student performance;
 - g) consider school, family, and community contexts, and adjust practice based on students' experiences, interests, and relationships;
 - h) analyze individual student, classroom, and school performance data, making data-driven decisions about strategies for teaching and learning;
 - i) create, nurture, and maintain a classroom environment that promotes learning;
 - j) use effective and appropriate classroom management strategies;
 - k) demonstrate respectful and productive communications with diverse families and care-givers;
 - l) communicate effectively and professionally in writing, orally, and through various electronic media;

- m) reflect on curricula, the nature of learning and teaching, and their own practice for professional self-renewal;
- n) demonstrate initiative to extend responsibilities beyond the classroom and into the school and community;
- o) engage in collaborative work with colleagues, other professionals, and community members.

3. ***Educators who are scholars and leaders are caring and thoughtful individuals who respond sensitively to the needs and experiences of all students and others with whom they interact. (DISPOSITIONS) They:***

- a) are aware of, and sensitive to, community and cultural diversity;
- b) are timely, respectful, and responsible in meeting professional expectations;
- c) acknowledge and accept feedback, responding appropriately to improve practice;
- d) reflect thoughtfully and frequently on their own attitudes and actions;
- e) exemplify passionate commitment to teaching, continuous learning, and professional involvement;
- f) model appropriate professional conduct;
- g) use sound judgment and display confidence in practice;
- h) are advocates for the well being of all students;
- i) treat all students fairly and equitably;
- j) exhibit cooperative and productive work relationships with students and colleagues;
- k) value civil engagement in decision making with students, colleagues, and community members.

(Based on InTASC, 2011; NBPTS [date depending on certification area]; and ADEPT, 2006 standards)

Requirements

The Technology Leadership Class is primarily focused on Project Based Learning (PBL). Rubrics will be used to grade assignments when applicable. All class content will be posted on the class wiki located at <http://techleadershipfu.wikispaces.com>

Grade Scale		Weights	
93-100	A	Projects	50%
90-92	A-	Presentations & Quizzes	30%
87-89	B+	Participation	20%
83-86	B		
80-82	B-		
77-79	C+		
73-76	C		
70-72	C-		
67-69	D+		
63-66	D		
60-63	D-		

To Remember

- No Children
- Cell phones on vibrate (This class does use cell phones as an instructional tool)

Academic Dishonesty

All forms of academic dishonesty including (but not limited to) cheating on tests, plagiarism, collusion, and falsification of information will call for disciplinary action.

A note on plagiarism: Citations are required whenever an individual uses someone else's material, information, or ideas, even if it is posted on the internet. Without such citations, you are guilty of plagiarism. When identifying someone else's material, information, or ideas, you should place quotation marks around any text that you borrow verbatim (even if it is only one or two words). Whether you borrow verbatim text or simply paraphrase someone else's material, you need to indicate the source of the information, employing whatever format you choose (footnotes, parenthetical attributions, etc.). For purposes of this course, students can limit their citations to the title/author of a work or the source of information.

Here is an example of a proper identification/citation of verbatim material:

The idea that school should be a "refuge" from "outside stresses" is an important contribution to our understanding of how educational institutions function (John Goodlad, A Place Called School).

And here is an example of a proper identification/citation of non-verbatim material:

I agree with those commentators who argue that we should abolish the traditional certification process in order to make lasting educational change
(<http://www.asbj.com/2002/04/0402yourturn.html>).

Attendance

Missing an exam or turning an assignment in late will be excused only for emergency situations. The instructor will be the final authority in determining if the situation fits the emergency criteria.

Disability Statement

Any student with a documented disability needing academic accommodations is advised to speak with Furman's Disability Services Coordinator at (294-2322). All discussions will remain confidential.

Course Schedule

Class Date	Topic	Assignment(s)
July 8 th	Introduction of Class	
July 9 th	Understanding the Characteristics of the Digital Generation	Worldde/Tagxedo DUE JULY 11th
July 10 th	The Problem with the Gap	
July 11 th	Social Media: Fad or Future?	Edmodo Site DUE JULY 16th
July 15 th July 16 th	Digital Storytelling to Engage the Digital Generation	Digital Storytelling Project DUE JULY 23rd
July 17 th	Exploring Web 2.0 for the Classroom	Web 2.0 Tool Project DUE JULY 23rd
July 18 th	Put away the Paper and Scissors	Glogster Project DUE JULY 30th New Technology Presentations DUE JULY 30th
July 22 nd	Podcasting in the Classroom	Podcasting Project DUE JULY 26th
July 23 rd	Big Huge Labs and Animoto--Supporting the Digital Story	Animoto & Poster DUE JULY 25th UNIT PLAN DUE AUGUST 2nd
July 24 th	One-to-One Learning: Providing Leadership in a Bring your Own Device Environment	BYOD Policy DUE JULY 26th
July 25 th	Technology Leadership: Empowering the Technology Leaders of the Future	Technology Plan (Final) DUE AUGUST 2nd
July 29 th	New Technology Presentations	
July 30 th	Internet Safety: Protecting and Teaching Students	
July 31 st	Augmented Reality	
August 1 st	Finals due	

